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ABSTRACT

Past, present, and future perspectives for mature women who are returning to postsecondary education are examined. It is suggested that women from all socioeconomic levels are returning to college to receive more education for self-fulfillment and for eventual marketable skills. Part I explores the characteristics of this population, discusses women in the labor market, and examines future educational and occupational implications. Also examined are the traditional and discriminatory attitudes toward women's roles that have limited access to higher education. National and local enrollment trends of returning adult women students are examined in Part II. The data indicate that adult women are becoming a substantial part of the total higher education population. The importance of adequate career development programs for women is discussed in Part III. A basic counseling model and a career development model built on its structure were used as criteria for evaluating 16 career development programs. Each evaluation includes critical comments and an overall judgment. Part IV examines why adult women should be given special attention and suggests a program for community colleges that would provide access for adult women. A five-phased treatment plan is explained that involves following the student through two years of college and providing a career development program. High quality, low cost, and program variety are discussed as factors that make the community college a desireable setting for the mature woman returning to higher education. (SF)

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THE RATIONALE AND STRATEGY FOR SERVING MATURE WOMEN RETURNING TO HIGHER EDUCATION

A Paper Presented

by

Ruth Stellatella McClain

in preparation for the Comprehensive Examination in partial fulfillment of the requirements for the degree of Doctor of Education

University of Massachusetts

June 3, 1977

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Preface

My interest in the Returning Mature Woman dates back six years. It was then, in 1971, that my responsibilities as a community college counselor involved in all aspects of college student services (admissions, academic and personal counseling, testing, financial aid, and placement) offered me the opportunity to observe the dynamics of the Returning Mature Women. My observations and interactions with Mature Women over these six years have given me an appreciation and understanding of their needs and the problems they face when returning to post secondary education. Both the increases in the enrollment of Mature Women every year and my intensified interest in her as a client of higher education have provided the impetus of this paper. My dream is to operationalize the plan I present in this paper and to create a model program for institutions of higher education.

Ruth S. McClain

I. NATURE OF THE PROBLEM

INTRODUCTION

The status of higher education in the United States today, like that of many other nations of the world, is undergoing change. The concept of "lifelong learning," a term used to denote learning from birth to death, is being given close attention by educators in at least twenty-two nations of our world.[1] This new emphasis for American education has come about partially because of sagging birthrate which has already affected our elementary schools' population and will soon be affecting college enrollments. Reaching out to American adults is the only answer for a new source of students for higher education.

HISTORICAL OVERVIEW

Historically, men have enjoyed intensive educational opportunities at all levels. Two hundred years ago when the first colleges were founded, their expressed purposes were for the training of men. The presence of a few women in the early colleges came only after much controversy with regard

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[1] Fred M. Hechinger, "Education's New Majority," Saturday Review, September 20, 1975, p. 15.

to women's abilities--physical, emotional, and intellectual. For example, some of the questions often debated were: do women have enough strength to withstand the pressures of a college education, and, do women have mental capacities equal to men?

Women's educational history is quite dissimilar from men's. During this same two hundred years women have experienced minimal opportunites for higher education. Those few women who were able to penetrate the barriers were from wealthy families. Higher education for them was viewed as proper and necessary preparation for becoming a wife, not as serious preparation for a career.

The status of American women's education did not change much until World War II. The war brought about a call for universal education and concurrent technological advances. Subsequently, opportunities for education (and work) began to open up. Although change has been gradual, it has occurred. Not only have women's attitudes and feelings about themselves changed, but so have societal attitudes toward them. Many women of the 1970's are not satisfied with the status quo. The realization that as people they too have freedom of choice and control over their destiny has contributed to this process of attitudinal change.

CHARACTERISTICS OF THE POPULATION

Let us now take a close look at the characteristics of adult women who are returning to post-secondary education, and at past and present forces in society that have effected this trend.

The term Returning Mature Women will be used interchangeably and synonymously with Adult Women and Women to mean any woman whose age falls within the range from mid-twenties through the sixties (D.O.L., 1975, 1976; Roelfs, 1975; Brandenburg, 1974; Hechinger, 1975; Jeghelian, 1969), and whose life experience can be described in one of the following maners: (1) a woman who completed high school, did not continue her education for a variety of reasons, may or may not have participated in the labor force, but now wants more education for self fulfillment or eventual marketable skills; (2) a woman who has had some college level study, or completed a collegiate program, never entered the labor force, is now ready to enter the world of work but realizes she has no marketable skills; or (3) a woman who has had some college level study or completed a collegiate program, entered the labor force, withdrew from the labor force, and now seeks re-entry. She, too, finds herself ill-equipped or lacking marketable skills for today's work force.

The task of neatly categorizing Returning Women is not

easy, for as a group they differ greatly with regard to human variables, i.e. socio-economic factors, marital status, physical, emotional and intellectual status.

Returning Women cross all socio-economic levels. They are or were married, single, with or without children. Emotionally and intellectually their differences seem dependent upon whether or not one is married to a supportive spouse, non-supportive spouse, or single.

Jeghelian (1969) found that single women feel inadequate, fear risks, lack self-confidence, are bored, and lack satisfaction with their personal lives. Married women with unsupportive husbands share many of the same descriptors.

On the other hand, Jeghelian found Mature Women with supportive husbands to be confident as to their abilities, goal directed, positive in attitudes, not fearful of risk taking, optimistic and excited about the future.

Despite the within group variability, Clements (1974) found that when compared to younger women, Mature Women's emotional and intellectual status contradicts the stereotype of the older women as frustrated, directionless, maladjusted, and uncommitted. Clements found Mature Women to be less anxious, less depressed, and less hostile than younger women. Additionally, Clements and Roefls (1975) found Mature Women to be more successful academically, more self-motivated, more goal oriented, efficient,

and more positive towards education and work.

SOCIETAL FACTORS: Past and Present

Women have long been plagued with myths that have fostered and perpetuated sex role stereotyping. These stereotypic attitudes have impeded women's participation in the worlds of education and work. During the past fifteen years, these myths and the prevailing societal attitudes they allow for have been slowly, but surely, replaced with attitudes that reflect the realistic position of the women of the 1960's and 1970's. In 1974 the Women's Bureau of the United States Department of Labor summarized the myths in a publication entitled, The Myth and The Reality. This document, reprinted here, serves as a vehicle for educating the public to the existing changes with regard to women's lives in our culture.

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Women should stick to "Women's jobs" and shouldn't complete for "men's jobs."

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

May 1974 (revised)

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FEDERAL LEGISLATION AND ITS IMPACT ON WOMEN

With the myths giving way to new attitudes in women (personal) and toward women (societal), simultaneous actions by our Federal Government via anti-discrimination laws have provided a broad legal base to eliminate inequalities in education and employment, and thus many doors previously closed to women have been opened.

A review of Federal labor laws and regulations concerning discrimination in educational institutions shows the extensive legislative activity that has taken place during the past fifteen years. Table I recaps the legislation giving the law, effective date, provisions of the law and, who/what is affected by the law, and the enforcement agency.

TABLE I

FEDERAL LABOR LAWS AND REGULATIONS CONCERNING DISCRIMINATION IN EDUCATIONAL INSTITUTIONS

Law:	Equal Pay Act of 1963
Effective Date:	Non-professional employees: June 1964 Professional employees: July 1972 Federal, State, local employees: May 1974
Prohibited Acts:	Any discrimination in wages (including overtime, sick and vacation pay) and fringe benefits (including health, life insurance, pension and other retirement benefits, profit sharing, bonus plans credit union benefits) which is based on sex.
Who/What is Effected by Law:	Covers all employees
Enforcement Agency:	Wage and Hour Division of the Employment Standards Administration of the Department of Labor.
Source:	"...To Form a More Perfect Union..." Justice for American Women Report of theNational Commission on The Observance of InternationalWomen's Year 1976.
Law:	Vocational Education Act, 1963
Effective Date:	1965
Provisions of Act:	Funding for business education, health occupations, and new programs introduced as demands in the labor market change; maintaining extending and improving existing programs of vocational education, and to develop new programs. Also, the Act provided for part-time employment of youth who needed earnings to continue vocational education on a full-time basis.

TABLE I (continued)

Who/What is Effected by Law:	People 1. Persons attending secondary school 2. Persons who wish to continue vocational education beyond the secondary school, and persons who left but wish to attend vocational education programs full-time before beginning work 3. Persons already in labor market who are employed, underemployed, or unemployed and wish to upgrade skills to hold jobs, advance in jobs or find employment appropriate to their abilities and interests 4. Persons with handicaps which have heretofore, impeded education for work Institutions High schools, secondary area vocational schools, junior and community colleges, technical institutes, colleges and universities (All below baccalaureate level).
Enforcement Agency:	Department of Health, Education and Welfare
Source:	Career Education, Bailey and Stadt
Law:	Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Effective Date:	July 1965 for non-professional and professional workers in private sector; March 1972 for state and local governments and educational institutions.
Prohibited Acts:	Any discrimination based on sex in hiring, firing, promotion, wages, classification, employment referrals, or assignment, extending or assigning the use of facilities, training, apprenticeships, fringe benefits, life insurance, pension and retirement programs, and any other conditions or privileges of employment.

TABLE I (continued)

Who/What is Effected by Law:	Employers of fifteen or more employees, including public and private employees, public and private employment agencies, labor organizations, labor-management apprenticeship committees, state and local governments and educational institutions.
Enforcement Agency:	Equal Employment Opportunity Commission (EEOC)
Source:	"...To Form a More Perfect Union..." Justice for American Women Report of the National Commission on The Observance of International Women's Year 1976.
Law:	Executive Order 11246, as amended by Executive Order 11375
Effective Date:	October 1968
Prohibited Acts:	Discrimination in employment including wages, hiring, promotion, and benefits.
Who/What is Effected by Law:	Employers and institutions which have contracts with the Federal Government in excess of $10,000, and their subcontractor...Applicants for Federal assistance must include prohibitions against discrimination in construction contracts for work performed on Federally assisted programs.
Enforcement Agency:	Department of Labor - Office of Federal Contract Compliance Programs (OFCCP) - OFCCP has designated HEW as the compliance agency for enforcing the order with educational institutions.
Source:	"...To Form a More Perfect Union..." Justice for American Women Report of the National Commission on The Observance of International Women's Year 1976.

TABLE I (continued)

Law:	Title IX of the Education Amendments of 1972, as amended (Higher Education Act)
Effective Date:	July 1973 for admissions provisions July 1972 for all other provisions
Prohibited Acts:	Discrimination based on sex including admissions, financial aid, rules governing behavior, access to courses and training programs, extracurricular activities, other educational programs and employment discrimination including wages, recruitment hiring, job classification and most fringe benefits. Regulations provide that recipients must treat pregnancy, childbirth, and termination of pregnancy the same as any other temporary disability.
Who/What is Effected by Law:	All educational institutions which receive Federal money including preschools, elementary, secondary, vocational schools, colleges and universities, and non-educational institutions which receive Federal meney for educational programs
Enforcement Agency:	The Office for Civil Rights (OCR) of Department of Health, Education, and Welfare (HEW)
Source:	"...To Form a More Perfect Union..." Justice for American Women Report of the National Commission on The Observance of International Women's Year 1976.
Law:	Title VII and Title VIII of the Public Health Service Act, as amended.
Effective Date:	November 1971
Prohibited Acts:	As a condition of receiving Federal financial support, institutions may not discriminate on the basis of sex: in admissions; in participation in any research or training program; against employees who work directly with applicants to or students in the program; in providing financial aid or any other benefit. Regulations

TABLE I (continued)

	provide that institutions must treat pregnancy, childbirth, and termination of pregnancy the same as any other temporary disability.
Who/What is Effected by Law:	Schools of medicine, dentistry, osteopathy, pharmacy, optometry, podiatry, veterinary medicine, public health, nursing, allied health professions, affiliated hospitals, and undergraduate institutions which provide health training programs which receive Federal financial support under the Titles.
Enforcement Agency:	The Office for Civil Rights (OCR) of Department of Health, Education, and Welfare.
Source:	"...To Form a More Perfect Union..." Justice for American Women Report of the National Commission on The Observance of International Women's Year 1976.
Law:	Education Amendents of 1976
Effective Date:	October 1976 for certain vocational education programs. July 1, 1976 for each amendment of Act.
Provisions of Act:	Law extends and revises the Vocation Act of 1963, the Higher Education Act of 1965, Title IX of Education Amendments Act of 1972 and certain other federal education programs. Higher Education; community services and continuing education, college library assistance and library training and research, strengthening developing institutions, student assistance, education professions development, financial assistance for improvement of undergraduate instruction, construction of academic facilities, graduate programs, community colleges and state post secondary planning. Vocational Education; extensions and revisions of other education programs; career education and career development; guidance and counseling, and general educational provisions.

TABLE I (continued)

Who/What is Effected by Law:	All institutions described above and individuals participating within the institutions.
Enforcement Agency:	Department of Health, Education, and Welfare
Source:	Public Law 94 - 482 October 12, 1976

There is no doubt that Federal legislation has provided for innumerable new educational and work opportunities and has been a significant force in shaping societal attitudes with respect to the status of women in this decade.

The "revitalized" Women's Movement during the 1960's must also be credited with helping society realize the resources of its women. Perhaps the greatest contribution of the movement has been raising women's self-awareness with regard to the factors of choice and control over their destiny. The women's movement and concurrent Federal legislation has been the basis for the "Rebirth" of many American women.

REASONS WOMEN RETURN....REASONS WOMEN WORK

For close to one million[2] Mature women this awareness of control over their destiny has led them back to schools to pursue continued education to prepare for either a career or education (degree) but not employment (Astin, 1976). Two "types" of women are returning to school: career oriented and non-career oriented. Astin found women who choose to return to school with a non-career orientation do so because they want to keep abreast of advances in many fields. Rapid

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[2] U.S. Bureau of the Census, Current Population Reports, Population Characteristics, Series P-20, No. 303 December 1976, p. 4.

proliferation of knowledge has made education a lifelong endeavor. Avocational interests, boredom, children in school or gone, husband's active social life, and philanthropic activities are no longer satisfying.

On the other hand, the majority of women returning are career oriented and have economic concerns as their primary purpose. For them, education or skill attainment is a prerequisite to gainful employment. "Women work because they have to work. They have to support or help support themselves and families: Survival, not self-fulfillment is the main goal."[3] The Department of Labor statistics on Mature Women workers (Handbook of Women Workers, 1975) supports this claim:

> -Women make up 39% of the labor force; that is nearly 36 million women or 46% of all American women;
>
> -Of this 35 million women: 22% or 7.7 million are women who have never married, 56.6% or 19.8 million are married, 6.9% or 2.4 million are widowed, 10.9% or 3.8 million are divorced or separated, 10.6% or 3.7 million are married to men whose

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[3]U.S., Department of Labor, Employment Standards Administration, Women's Bureau, 1975 Handbook on Women Workers, Bulletin 297, p. 10.

incomes are below $5,000 a year, 8.6% or 3.0 million are married to men earning between $5,000 - $7,000 per year, 38.9% or 13.6 million are mothers with children under age eighteen, 14.6% or 5.1 million are mothers of children under age six, 18.9% or 6.6 million working women are sole supporters of fatherless families, 6% or 2.1 million families are supported by married women whose husbands are either unemployed or unable to work.

Thus, most adult women return to education in order to gain marketable skills which will allow them suitable employment for economic survival. These "career oriented women" as Astin distinguishes them from women returning for self-fulfullment, are the Mature Women returning in great numbers to higher education institutions.

WOMEN IN THE LABOR FORCE:

Where are the working women today? Where do women want to head? What trends are beginning to take shape?

Despite all the changes in our society since the turn of the century (impact of World War II, industrialization, technological advances, labor and education laws, women's changing role in society) women have not yet spread out in the labor force to assume jobs in all sectors; that is, women are still concentrated in relatively few occupations. The 1975 Handbook on Women Workers breaks down its discussion on "Women's Employment by Occupations and Industries" into three groupings of occupations:

1. Classification of occupations:

   White Collar
   Blue Collar
   Service
   Farm

2. Nine major occupation groups.

3. Occupational distribution of women.

The following discussion compares women's work to men's work. This focus is essential in order to gain an understanding of the role women have played in the labor force.

Classification of Jobs:

Of the entire labor force, the classification of jobs and people's participation is shown to be:

	Women	Men	Difference
White Collar	62%	41%	21%
Blue Collar	16%	46%	30%
Service	21%	8%	13%
Farm	2%	5%	3%

* 1974 data

Thus, it would seem that women should be satisfied with their position in the labor force; after all, they account for twenty-one percent (21%) more than men in white collar jobs.

However, further analysis such as follows must be given in order to clearly understand the inequalities that exist in specific jobs. Table 2 (below) provides a

closer look at the makeup of the labor force.

TABLE 2 —Major Occupation Groups of Employed Women, 1959, 1964, 1969, and April 1974

(Women 16 years of age and over)

Major occupation group	Number (in thousands)				Percent distribution			
	April 1974	1969	1964	1959	April 1974	1969	1964	1959
Total	33,265	29,084	23,831	21,164	100.0	100.0	100.0	100.0
Professional, technical workers	5,179	4,015	3,107	2,559	15.6	13.8	13.0	12.1
Managers, administrators	1,654	1,261	1,108	1,078	5.0	4.3	4.6	5.1
Sales workers	2,260	2,017	1,730	1,661	6.8	6.9	7.3	7.8
Clerical workers	11,463	9,975	7,436	6,322	34.5	34.3	31.2	29.9
Craft and kindred workers	476	339	250	213	1.4	1.2	1.0	1.0
Operatives	4,344	4,489	3,643	3,258	13.1	15.4	15.3	15.4
Nonfarm laborers	339	146	88	100	1.0	.5	.4	.5
Service workers	7,091	6,271	5,694	4,965	21.3	21.6	23.9	23.5
Private household	1,290	1,592	1,995	1,915	3.9	5.5	8.4	9.0
Other	5,800	4,679	3,699	3,050	17.4	16.1	15.5	14.4
Farm workers	460	569	778	1,009	1.4	2.0	3.3	4.8

Source: Manpower Report of the President, April 1974.

Occupational distribution:

The above table from the Manpower Report of the President, April, 1974, shows how women have been dispersed throughout the occupational groups. More women were employed in clerical occupations (34.5 percent) than in any other occupational group. Service workers, the second largest group,

comprised 21.3 percent of all women workers; and Professional workers, the third largest group, accounted for 15.6 percent of women workers. The distribution of women in the remaining categories shows how minimally women have participated in those areas (sales, 6.8 percent; managers and administrators, 5 percent; craft and kindered workers, 1.4 percent; farm workers, 1.4 percent; non-farm laborers, 1 percent).

A comparision of employment differences between women and men in terms of occupational groups is shown by Chart I and Tables 3 and 4. These representations depict clearly the significant differences in men's and women's work with regard to occupational groups.

CHART I

Employment in Different Occupation Groups Varies by Sex

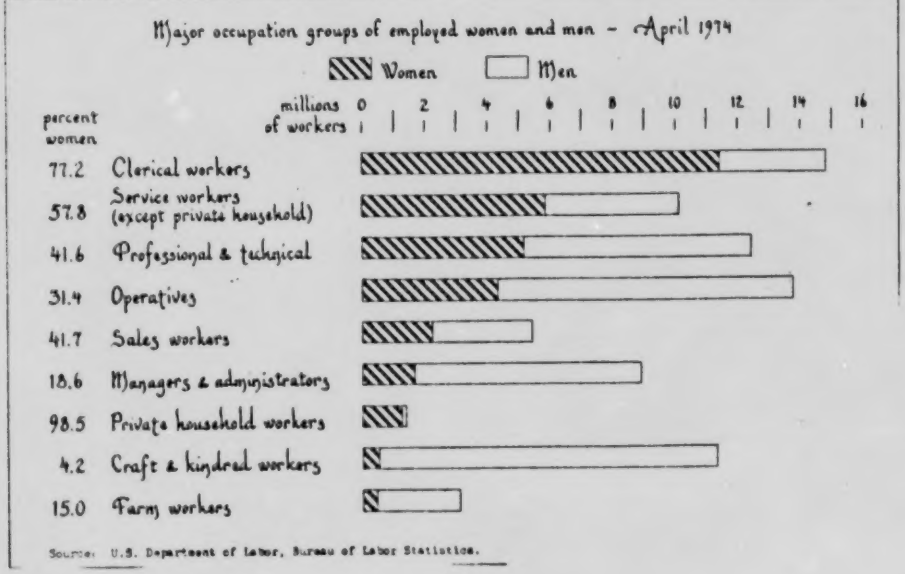

Table 3

WOMEN AS PERCENT OF ALL EMPLOYED PERSONS, BY MAJOR OCCUPATION GROUP, 1959 AND APRIL 1974

Major occupation group	April 1974	1959 Annual average
Total of all employed persons	39.0	32.7
Professional, technical workers	41.6	35.8
Managers, administrators	18.6	15.5
Sales workers	41.7	39.5
Clerical workers	77.2	67.9
Craft and kindred workers	4.2	2.5
Operatives	31.6	27.6
Nonfarm laborers	8.3	2.8
Service workers	62.5	64.5
Private household	98.5	98.3
Other	57.8	53.1
Farm workers	15.0	18.9

Source: U.S. Department of Labor, Bureau of Labor Statistics: Employment and Earnings, May 1974 and January 1960.

Table 4

EMPLOYED PERSONS IN SELECTED OCCUPATIONS, BY SEX, 1973 ANNUAL AVERAGES

Occupation	Women			Men	
	Number (in thousands)	Percent distribution	As percent of total employment	Number (in thousands)	Percent distribution
Total	32,446	100.0	38.4	51,963	100.0
WHITE-COLLAR WORKERS	19,681	60.7	48.7	20,704	39.8
Professional, technical workers	4,711	14.5	40.0	7,066	13.6
Accountants	162	.5	21.6	587	1.1
Computer specialists	56	.2	19.5	231	.4
Librarians, archivists, and curators	133	.4	82.1	(*)	(*)
Personnel and labor relations workers	104	.3	33.7	205	.4
Physicians	42	.1	12.2	302	.6
Registered nurses	805	2.5	97.8	(*)	(*)
Health technologists and technicians	236	.7	71.5	94	.2
Social workers	161	.5	60.8	104	.2
Teachers, college and university	133	.4	27.1	356	.7
Teachers (except college and univ.)	2,038	6.3	69.9	878	1.7
Elementary school teachers	1,094	3.4	84.5	200	.4
Kindergarten and prekindergarten teachers	185	.6	97.9	(*)	(*)
Secondary school teachers	565	1.7	49.5	577	1.1
Engineering and science technicians	87	.3	10.2	763	1.5
Writers, artists, and entertainers	313	1.0	33.7	616	1.2
Managers, administrators	1,590	4.9	18.4	7,054	13.6
Bank officers and financial managers	99	.3	19.4	410	.8
Buyers and purchasing agents	95	.3	25.1	284	.5
Restaurant, cafeteria, and bar managers	160	.5	32.4	334	.6
Sales managers and department heads (retail trade)	84	.3	28.9	207	.4
School administrators	90	.3	29.0	220	.4
Sales workers	2,240	6.9	41.4	3,175	6.1
Hucksters and peddlers	169	.5	77.2	(*)	(*)
Insurance agents, brokers, and underwriters	61	.2	12.9	413	.8
Real estate agents and brokers	142	.4	36.4	248	.5
Sales clerks (retail trade)	1,561	4.8	69.0	701	1.3
Clerical workers	11,140	34.3	76.6	3,409	6.6
Bank tellers	293	.9	89.9	(*)	(*)
Billing clerks	137	.4	83.0	(*)	(*)
Bookkeepers	1,466	4.5	88.3	194	.4
Cashiers	909	2.8	86.7	138	.3
Counter clerks (except food)	266	.8	76.2	(*)	(*)
Estimators and investigators (n.e.c.)	164	.5	49.5	168	.3
File clerks	245	.8	86.3	(*)	(*)
Computer and peripheral equipment operators	87	.3	40.3	128	.2

Table 4 (Con't)

EMPLOYED PERSONS IN SELECTED OCCUPATIONS, BY SEX, 1973 ANNUAL AVERAGES—Continued

Occupation	Women			Men	
	Number (in thousands)	Percent distribution	As percent of total employment	Number (in thousands)	Percent distribution
Keypunch operators	230	.7	90.9	(*)	(*)
Payroll and timekeeping clerks	143	.4	72.2	(*)	(*)
Postal clerks	81	.2	26.9	220	.4
Receptionists	431	1.3	96.9	(*)	(*)
Secretaries	3,037	9.4	99.1	(*)	(*)
Shipping and receiving clerks	66	.2	14.4	392	.8
Statistical clerks	204	.6	68.5	94	.2
Stock clerks and storekeepers	120	.4	25.3	354	.7
Teachers aides (except school monitors)	207	.6	90.4	(*)	(*)
Telephone operators	372	1.1	95.9	(*)	(*)
Typists	999	3.1	96.6	(*)	(*)
BLUE-COLLAR WORKERS	5,244	16.2	17.6	24,625	47.4
Craft and kindred workers	463	1.4	4.1	10,826	20.8
Blue collar supervisors	109	.3	7.5	1,351	2.6
Printing craft workers	68	.2	17.0	331	.6
Operatives	4,482	13.8	31.4	9,787	18.8
Assemblers	600	1.8	49.7	608	1.2
Checkers, examiners and inspectors (manufacturing)	377	1.2	49.5	385	.7
Clothing ironers and pressers	118	.4	77.1	(*)	(*)
Dressmakers and seamstresses (except factory)	131	.4	96.3	(*)	(*)
Laundry and dry cleaning operators (n.e.c.)	112	.3	63.3	(*)	(*)
Packers and wrappers (n.e.c.)	420	1.3	61.5	263	.5
Sewers and stitchers	891	2.7	95.5	(*)	(*)
Textile operatives	240	.7	56.9	182	.4
Bus drivers	97	.3	36.6	169	.3
Nonfarm laborers	299	.9	6.9	4,012	7.7
Stockhandlers	130	.4	17.3	622	1.2
SERVICE WORKERS	7,008	21.6	63.0	4,120	7.9
Private household workers	1,330	4.1	98.3	(*)	(*)
Child care workers	532	1.6	98.3	(*)	(*)
Private household cleaners and servants	631	1.9	98.3	(*)	(*)
Service workers (except private household)	5,678	17.5	58.1	4,097	7.9
Cleaning service workers	707	2.2	34.1	1,369	2.6
Building interior cleaners	358	1.1	54.2	302	.6
Lodging quarters cleaners	196	.6	96.6	(*)	(*)
Janitors and sextons	153	.5	12.6	1,061	2.0
Food service workers	2,370	7.3	69.7	1,032	2.0
Bartenders	65	.2	30.2	150	.3

Table 4 (Con't)

EMPLOYED PERSONS IN SELECTED OCCUPATIONS, BY SEX, 1973 ANNUAL AVERAGES—Continued

Occupation	Women			Men	
	Number (in thousands)	Percent distribution	As percent of total employment	Number (in thousands)	Percent distribution
Cooks	555	1.7	59.8	373	.7
Dishwashers	74	.2	37.8	122	.2
Food counter and fountain workers	254	.8	80.9	(*)	(*)
Waiters, waitresses, and helpers	1,082	3.3	82.9	222	.4
Health service workers	1,398	4.3	87.6	198	.4
Dental assistants	112	.3	98.2	(*)	(*)
Health aides and trainees (excluding nursing)	150	.5	82.4	(*)	(*)
Nursing aides, orderlies, and attendants	790	2.4	83.9	152	.3
Practical nurses	345	1.1	98.4	(*)	(*)
Personal service workers	1,140	3.5	73.9	403	.8
Child care workers	342	1.1	95.5	(*)	(*)
Hairdressers and cosmetologists	458	1.4	91.8	(*)	(*)
FARM WORKERS	514	1.6	17.0	2,513	4.8
Farmers and farm managers	103	.3	6.2	1,561	3.0
Farm laborers and supervisors	411	1.3	30.2	952	1.8
Farm laborers (wage workers)	137	.4	15.1	770	1.5
Farm laborers (unpaid family workers)	270	.8	66.3	137	.3

*Number too small for reliable estimate.

Source: U.S. Department of Labor, Bureau of Labor Statistics. (Unpublished data.)

They point out that although women are heavily represented (60.7% of all women; 48.7% of total work-force) in the Professional, technical areas, they continue to work in traditionally "female oriented" occupations, e.g. librarians, teachers, nurses, health occupations, social work, and Preschool/Kindergarten/elementary school teachers.

Women are virtually unrepresented in other white collar areas with one major exception, that being clerical workers. More than seventy-seven percent (77.2%) of all women workers as compared to less than seven percent (6.6%) of men workers hold jobs classified as clerical occupations.

Women's participation in blue collar, service, and farm jobs shows similiar inequalities. Women make up slightly over sixteen percent (16.2%) of blue collar workers holding industrial jobs. Men's participation is slightly over forty seven percent (47.4%) in blue collar jobs; more often (20.8%) in craft and kindered occupations.

Service occupations are comprised of over twenty-one percent (21.6%) of women workers as compared to less than eight percent (7.9%) of men workers. Seventeen and a half (17.5%) of women service workers are employed in cleaning, food, and health service jobs.

Lastly, women (1.6%) and men (4.8%) farm workers make up seventeen percent (17.0%) of the total labor force. Men are

more often found (3.0%) as farmers and farm managers than are women (0.3%).

These inequities in terms of men's and women's work are clearly seen by occupational dispersement. Further illumination of the inequalities exists with the monetary earnings gap of men and women.

The Women's Bureau of the U.S. Department of Labor-Employment Standards Administration published (1976) a report entitled The Earnings Gap Between Women and Men. This report indicates that women have consistently earned considerably less money than men for the same kind of work. (see Appendix I, Tables, I, II, III).

One could argue that women aren't equal in educational background to justify their earnings gap, but the data (Appendix I, Table IV) with regard to educational attainment for men and women nullifies that argument. "Women who work year round full-time earn substantially less than fully employed men who have the same number of years of education."[4]

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[4] U.S., Department of Labor, Employment Standards Administration, Women's Bureau, The Earnings Gap Between Men and Women, 1976, p. 2.

FUTURE IMPLICATIONS: EDUCATIONAL AND OCCUPATIONAL

Based on the past and present status of women, various implications can be inferred with regard to more equal educational and occupational opportunities.

Educational Implications

There is a bright ray of hope at the basis of women's opportunity for education. The legislation discussed earlier has made it possible for women to be admitted to educational and training programs previously closed to them. This means, however, that comprehensive career counseling with an emphasis on the "non-traditional" fields for women must be developed nation-wide. It means further, for Mature Women, that programs must be established to provide the necessary career development and planning not previously available to them in their educational pasts.

Secondly, a maintenance or support system is necessary for women once they become involved in preparation for non-traditional work roles.

Thirdly, educators will have to be aware of the factors surrounding adult learning and incorporate appropriate methodology in their teaching/curriculum to meet adult needs.

And lastly, a system of assisted placement for women who achieve the preparation and are "job-ready."

Occupational Implications

Again, legislation during the past decade has provided for a point of entry for women into non-traditional roles. Despite the continued concentration of women in a relatively small number of traditional women's fields, data from the 1970 and 1973 Decennial Census reveal that women have entered and are continuing to enter non-traditional training programs and jobs, e.g. skilled trades, law, medicine, engineering, and business (Women's Handbook, 1975). With the necessary training and anti-discrimination laws women are certain to begin penetrating the doors once closed to them. It would seem that the most difficult obstacle to overcome will be that of the attitudes of male employers, co-workers or peers. Women will have to work hard-harder than men-to prove their capabilities, and gain entrance into these new occupational areas.

SUMMARY

Societal needs and circumstances are providing a new focus for higher education today. "Life long learning" has surfaced in response to a sagging national birthrate, in addition to an attempt to meet peoples' intellectual and financial needs.

Historically women's opportunities for higher education were unlike men's. Only the rich could afford and have

access to post secondary learning. World War II and concurrent technological advances gave women their first real chance to realize their abilities and potentialities in education and work. Change has occurred gradually with regard to not only society's attitudes but women's self attitudes regarding education and work. The realization of control over one's destiny has been in part, largely responsible for these attitudinal changes.

The Mature Women returning to higher education is minimally twenty-five years of age. She has either been in the labor force at some point in time or she has never entered the labor force. Underlying the Return of Mature Women is a need for self-improvement (non-career oriented) or for personal and/or financial reasons (career oriented).

Mature Women differ physically, emotionally and intellectually. Their differences are dependent on their past, present and future circumstances.

Women have long experienced barriers to their progress. This is exemplified by the myths regarding sex roles. However, in the last fifteen years realities are removing the myths and Federal legislation (anti-discrimination laws) is providing for opportunities formerly closed to women.

Although women workers today are still concentrated in only a few traditional occupational groups, definite, gradual penetration in non-traditional fields is becoming evident.

An obvious inequity regarding women and work concerns women's pay. Women have consistently earned considerably less than men for the same work even with the same qualifications. The status of women today as seen from a historical and present perspective provides implications for both the educational and occupational worlds. The prognosis is filled with hope despite the bumpy road. Legislation, the career education movement, reduction of sexism in children's literature, guidance materials depicting women and men in non-traditional jobs, and the news media's attention to women's career trends are all factors contributing to the emerging equality of the sexes in education and work. Women of the 1970's are not like the women of the 1950's or 1960's. The status quo is not good enough and thus, the women of the 1980's onward will experience, all things given, greater equality in all aspects of life.

Part II

EDUCATIONAL TRENDS FOR MATURE WOMEN

II. EDUCATIONAL TRENDS FOR MATURE WOMEN

INTRODUCTION

Present day adult women are returning to schools in large numbers (Trabandt, 1976; Aces, 1965; Roelfs, 1975; ETS, 1976) and are subsequently surging into the labor force (Newsweek, December, 1976). It seems that the educational background or training of a worker often determines both the type of job

and level within an occupation (1975 Handbook on Women Workers; Earnings Gap Between Men and Women, 1976). The signs of change are everywhere. The media helps to educate society by continual attention to the breakthroughs women make into non-traditional areas. Hardly a day goes by without some medium (newspaper, magazine, or professional journal) attending to these changes.

MATURE WOMEN ENROLLMENT TRENDS

National Statistics

A look at the National statistics with regard to Returning Women yields that college enrollment figures for women, age twenty-five to thirty-four have more than doubled from 1970-1975. The United States Bureau of Census, Current Population Reports (see Appendix II, Table I) cites an eight percent (8%) increase, from fourteen percent (14% or 409,000) to Twenty-two percent (22% or 947,000) in enrollments of adult women. This data give an imprecise look as it does not account for women over thirty-five years of age, of whom there are substantial numbers. The same publication indicates that there are 1.2 million persons over thirty-five attending colleges during the last year. This figure, however, is not broken down by sex.

This same report says that college enrollment figures have increased ten percent (10%) since 1974 and over thirty percent (30.8%) since 1970. This increase of Mature Women

(and older men) to higher education facilities can be partially credited for the enrollment rise.

Local Statistics

In order to gain a local understanding of the impact of the National trend of Returning Women, a survey of the Commonwealth of Massachusetts institutions of higher education was conducted.

Information was solicited from seventy-two post-secondary institutions (31 two year schools, 41 four year schools) within Massachusetts as to the enrollment statistics over the past five years for all women and Mature Women. Table I, Appendix III, indicates the colleges surveyed, their response, and whether the institution could, in fact, provide the data requested.

Of the seventy-two institutions surveyed, twenty-three or thirty-two percent (32%) responded. Of the twenty-three respondents, forty-three percent (43%) or ten institutions could provide the data requested. In general, the remaining thirteen or fifty-seven percent (57%) of the respondents indicated that they either did not accumulate their population age data or that the data was not easily accessible.

Table 5 (below) depicts the enrollment of Mature Women by the survey respondents.

TABLE 5

ENROLLMENT DATA: MATURE WOMEN IN MASSACHUSETTS HIGHER EDUCATION INSTITUTIONS

TWO YEAR COLLEGES	Total Enrollment 1976-1977	Men / % of Total Enrollment	Women / % of Total Enrollment	Women over 25 / % of Total Enrollment	Women over 25 / % of Women's Enrollment	Total Enrollment 1975-1976	Men / % of Total Enrollment	Women / % of Total Enrollment	Women over 25 / % of Total Enrollment	Women over 25 / % of Women's Enrollment
Holyoke Community College	3139	1494 / 48%	1645 / 52%	443 / 14%	27%	2937	1468 / 50%	1469 / 50%	---	---
Massasoit Community College	2054	964 / 47%	1090 / 53%	252 / 12%	23%	1883	971 / 52%	912 / 48%	204 / 11%	22%
Springfield Tech. Community College	3405	1742 / 51%	1663 / 49%	440 / 13%	26%	3576	1875 / 52%	1700 / 48%	379 / 11%	22%
FOUR YEAR COLLEGES										
Assumption College	1763	862 / 49%	901 / 51%	282 / 16%	31%	1852	941 / 51%	911 / 49%	295 / 16%	32%
Babson College	1272	1006 / 79%	266 / 21%	6 / .5%	2.3%	1203	993 / 83%	210 / 17%	6 / .5%	2.9%
Fitchburg State	3076	1006 / 33%	2070 / 67%	41 / 1.3%	2%	3121	1009 / 32%	2112 / 68%	32 / 1%	1.5%
Radcliffe College	1988	---	1988 / 100%	* 10 / .5%	.5%	1853	---	1853 / 100%	*10 / .5%	.5%
Smith College	2500	---	2500 / 100%	66 / 2.6%	2.6%	2500	---	2500 / 100%	43 / 1.7%	1.7%
Southeastern Mass. University	5318	2946 / 55%	2372 / 45%	372 / 7%	15.7%	4962	2866 / 58%	2096 / 42%	272 / 5.5%	13%
Wheaton College	1316	56 / 4%	1260 / 96%	55 / 4.2%	4.4%	1300	2 / .2%	1298 / 99.8%	44 / 3.4%	3.4%

TABLE 5

ENROLLMENT DATA: MATURE WOMEN IN MASSACHUSETTS HIGHER EDUCATION INSTITUTIONS (continued)

TWO YEAR COLLEGES	Total Enrollment 1974-1975	Men / % of Total Enrollment	Women / % of Total Enrollment	Women over 25 / % of Total Enrollment	Women over 25 / % of Women's Enrollment	Total Enrollment 1973-1974	Men / % of Total Enrollment	Women / % of Total Enrollment	Women over 25 / % of Total Enrollment	Women over 25 / % of Women's Enrollment
Holyoke Community College	---	---	---	---	---	---	---	---	---	---
Massasoit Community College	1837	1022 / 56%	815 / 44%	114 / 6%	14%	---	---	---	---	---
Springfield Tech. Community College	3096	1659 / 54%	1437 / 46%	337 / 11%	23%	---	---	---	---	---
FOUR YEAR COLLEGES										
Assumption College	1821	968 / 53%	853 / 47%	342 / 19%	40%	1714	946 / 55%	768 / 45%	307 / 18%	40%
Babson College	1137	988 / 87%	149 / 13%	6 / 61%	4.0%	1068	959 / 90%	109 / 10%	6 / .6%	5.5%
Fitchburg State	2976	872 / 29%	2184 / 71%	26 / .9%	1.2%	3216	1056 / 33%	2160 / 67%	22 / .7%	1%
Radcliffe College	1719	---	1719 / 100%	*10 / .6%	.6%	1593	---	1593 / 100%	*10 / .6%	.6%
Smith College	2500	---	2500 / 100%	22 / .9%	.9%	2500	---	2500 / 100%	16 / .6%	.6%
Southeastern Mass. University	5007	2886 / 58%	2121 / 42%	278 / 5.6%	13%	4812	---	1990 / 41%	255 / 5.3%	12.8%
Wheaton College	1307	6 / .5%	1301 / 99.5%	46 / 3.5%	3.5%	---	---	---	---	---

TABLE 5

ENROLLMENT DATA: MATURE WOMEN IN MASSACHUSETTS HIGHER EDUCATION INSTITUTIONS (continued)

TWO YEAR COLLEGES	Total Enrollment 1972-1973	Men / % of Total Enrollment	Women / % of Total Enrollment	Women over 25 / % of Total Enrollment	Women over 25 / % of Women's Enrollment	Total Enrollment Change 1972-77 or ** Time Indicated by Data	Men's Enrollment Change Over ** T.I.D.	Women's Enrollment Change Over ** T.I.D.	Women over 25 Enrollment Change over ** T.I.D.
Holyoke Community College	---	---	---	---	---	6.9%	1.8%	12%	---
Massasoit Community College	---	---	---	---	---	11.8%	-5.7%	33.7%	121.1%
Springfield Tech. Community College	---	---	---	---	---	10.0%	5.0%	15.7%	30.6%
FOUR YEAR COLLEGES									
Assumption College	1632	921 / 56%	711 / 44%	261 / 16%	37%	8.0%	-6.4%	26.7%	8.0%
Babson College	---	---	---	---	---	19.1%	4.9%	144.0%	0%
Fitchburg State	3043	955 / 31%	2088 / 69%	17 / .6%	.8%	10.8%	5.3%	-.9%	141.2%
Radcliffe College	1452	---	1452 / 100%	* 10 / .7%	.7%	37.0%	---	37%	0%
Smith College	2500	---	2500 / 100%	15 / .6%	.6%	0%	---	0%	340%
Southeastern Mass. University	3979	2362 / 59%	1617 / 41%	205 / 5.2%	12.7%	33.7%	24.7%	46.7%	81.5%
Wheaton College	---	---	---	---	---	1.2%	833.3%	-3.1%	19.6%

* Estimate

Table 5 indicates that of the ten colleges responding, five institutions were able to provide the data going back over five years. One college supplied data for a four year period; three schools furnished figures covering a three year time span; and one institution was able only to report figures for one semester.

All of the institutions but one, Smith College, have experienced various degrees of increased total enrollments ranging from seven percent to thirty-seven percent (7% to 37%).

In only one institution (Wheaton, previously a women's school) did the percentage increase in men's enrollment equal the percentage change in total enrollment.

On the whole, women's enrollment, however, showed a substantial increase as compared to the percentage change in total enrollment. In one case, women's enrollment stayed the same, and in another, women's enrollment decreased by approximately one percent (1%).

The most significant change in enrollment trends over the time spans indicated by the individual institutions was for Mature Women. Except for two schools (Radcliffe and Babson) which showed no percentage increase, all other colleges have experienced extraordinary growth ranging from eight percent to three hundred forty percent (8% to 340%).

SUMMARY

Higher education, then, is without a doubt experiencing a new group on their campuses. This trend is substantiated

by not only the National data, but also, more locally, the information regarding higher education institutions in the Commonwealth of Massachusetts.

The implication and challenge for higher education are obvious. Educators must begin, if they have not done so already, to plan for this new population of not only Mature Women, but all adult students. Failure to reach out and serve this growing body will contribute to a survival struggle for a good many institutions.

Part III

CAREER DEVELOPMENT PROGRAMS FOR MATURE WOMEN: REVIEW AND EVALUATION

III. CAREER DEVELOPMENT PROGRAMS FOR MATURE WOMEN: REVIEW AND EVALUATION

INTRODUCTION

To conduct a review of career development programs for Mature Women five years ago would have been a fairly brief exercise; there were only a handful of programs available. Today, however, because of the growing interests in career development and women's career development, programs are numerous, and thus, a reviewer is bound only by time and money.

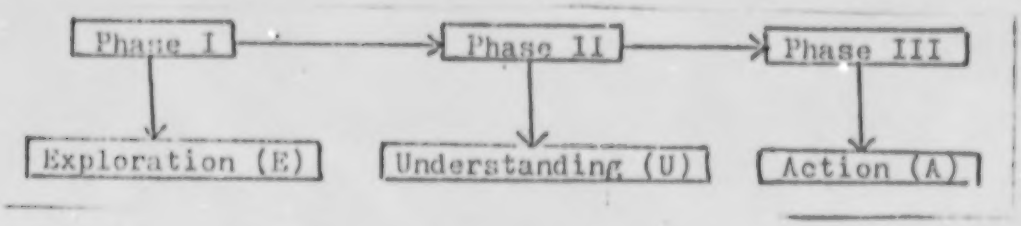
In reviewing the available programs one gains an awareness of the numerous materials by unknown and unpublished authors in addition to individuals with national reputations. The time has come--educators are addressing this national need for career development. Consequently, program administrators and facilitators are charged with the task of choosing a program to meet the needs of their specific population.

CRITERIA FOR JUDGING PROGRAMS

Because there are many varied approaches to dealing with the issue of career development for Mature Women it was necessary to establish a criteria for evaluating a program.

Establishing an evaluation criteria, for this writer, meant turning to her philosophy of helping which is closely tied to the Human Resource Development (HRD) model of

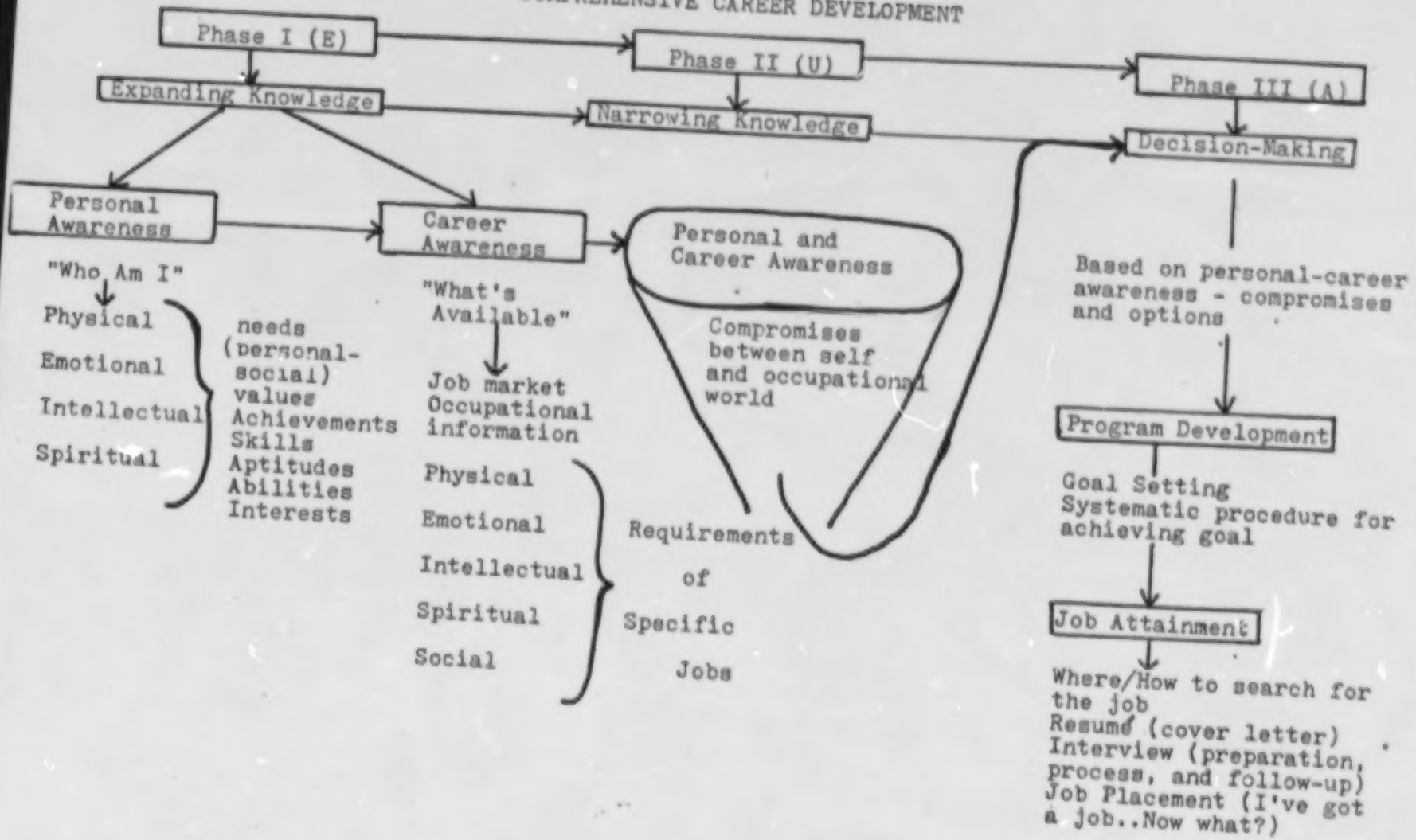
Carkhuff (1969). The following model depicts that philosophy:



Thus, only after a person fully explores (Phase I) "inside" and "outside" (the environment) does the process move to Phase II, Understanding. At the completion of Phase II the individual is then ready to Act (Phase III) upon those understandings (e.g. behavior change, setting goals, etc).

This basic philosophy, as it relates to career development, is presented in the following model:

COMPREHENSIVE CAREER DEVELOPMENT



It should be noted here that this career development model borrows from the career development theories of trait-factor, developmental, sociological, and decision-making. The resulting model is a comprehensive and challenging approach for career development programs.

In reviewing the programs each was evaluated against the above model. The specific questions in mind were:

1) Does the program follow a basic E-U-A model?
2) What career development theory serves as its base?
3) For whom are the materials designed? Sex-free or biased?
4) How are the materials presented?
5) What formats are used for facilitation and self-direction?
6) What goals are purported?
7) What testing instruments are used?
8) What activities are employed?
9) Is additional resource information available?
10) What skills are necessary for both the facilitator and the participant?
11) How is the program evaluated?
12) Summary: Reviews critical comments.

PROGRAMS

The programs and approaches to career development are many and varied. The list here presents an overview of what

is to come in the following section. The reader is not to assume any value or priority based on the program's "place" in the review. Programs were reviewed as they became available.

1. Self-Guided Career Counseling by Kathleen H. Broad
2. Career Search by Elwood N. Chapman
3. Directions for Change by Sylvia Walworth, Jane Goodman
4. Who's Hiring Who by Richard Lathrop
5. Decisions and Outcomes by H.B. Gelatt, Barbara Varenhorst, Richard Carey and Gordon Miller
6. PATH: A Career Workbook for Liberal Arts Students by Howard E. Figler
7. SIGI: System of Interactive Guidance and Information: A Computer Based Aid to Career Decision Making by Educational Testing Service
8. Career Development Service...Personal Career Resources Center for College and University Students by Palmer Publications
9. How to Decide: A Guide for Women by Nelle T. Scholz, Judith S. Prince, and Gordon Miller
10. The Career Guidance Class by Jeff Ferguson
11. Modular Life Planning/Career Development Program by Marcia McCann, Teri Rumpf
12. Where Do I Go From Here With My Life by Richard Bolles
13. The Art of Developing a Career by Robert Carkhuff, Theodore Friel
14. Deciding by H.B. Gelatt, Barbara Varenhorst, Richard Carey
15. A Curriculum for Career Development in the Community College for Adult Women by Elaine Strauss
16. A Group Counseling Curriculum for Career Process Development by Louise Burroughs

PROGRAM REVIEWS AND EVALUATIONS

Program Name:	Self-Guided Career Counseling
Author/ developer:	Kathleen Hart Broad
Publisher:	Everywoman's Center University of Massachusetts, Amherst, MA 01002 June 1976
Theoretical Base:	trait factor; personality, interest, skills, values
Presentation of Materials:	spiral bound, printed, self-programmed workbook
Target Population:	women; no age range specified by author; seems appropriate for upper high school age women (lowest limit) with no upper age limit
Facilitation Format:	Self facilitative-self analysis Focus on personal awareness, occupational information and job attainment
Self-direction Format:	Encourages self exploration-presents occupational information and job attainment information
Program Goal(s):	Self-guided career counseling; to provide an opportunity for personal awareness; methods for the job search (the process of finding a job and getting hired), and occupational information
Recommended Testing Instruments:	None
Activities:	Series of exercises to encourage self-exploration; some original, others adapted from other sources, McCann and Rumpf, Bolles, information sources and specific examples
Inclusion of Additional Resource Information:	Limited resources for seeking additional job-specific information; brief aunatated bibliography

Necessary Participant Skills:	Reading comprehension (high school level) Intrinsic motivation and determination Initiative Self-discipline and self-directed
Necessary Counselor Skills:	Understanding of career planning and development; resources
Program Evaluation Methodology:	None
Critical Comments:	Use for a limited population, i.e. self-directed, motivated, women; average or better intellectual capacity Seriously lacks career awareness opportunity decision-making skills and program development skills. Overall: inadequate program

Program Name:	Career Search
Author/ developer:	Elwood N. Chapman
Publisher:	Science Research Associates, Inc. Chicago, 1976
Theoretical Base:	Trait factor
Presentation of Materials:	Book form; programmed-step by step approach
Target Population:	No specific population specified by author Field Studies on two and four year college populations. Sex-free
Facilitative Format:	Intended for career guidance course; applicable for individual, self facilitative approach, case studies as examples.
Self-Direction Format:	Encourages self-exploration (personal awareness; interests, abilities, aptitudes) and understanding, career awareness and decision making.
Program Goal(s):	To make the career search process simple using a step by step approach; use a process of internal and external exploration; and provide a program to motivate the use of resources: people, publications and career centers
Recommended Testing Instruments:	Interest Inventory: Value Surveys, Personality Surveys, Aptitude Tests, Achievement Tests. Lists examples of each.
Activities:	Series of activities (programmed style) information, inclusion of tests, counseling, use of resources (career centers)
Inclusion of Additional Information:	Cites sources, resources and aids; specific tests, references and addresses, career kits and games, films, slides, filmstrips and tapes, student bibliography.
Necessary Participant Skills:	Basic reading comprehension; reasoning skills readiness for career planning, willingness to participate in group approach.

Necessary Counselor Skills:	Understanding of career planning and development: group counseling skills, understanding of the uses and misuses of tests, critical judgment skills for evaluating tests, understanding test purposes and ability to interpret test result in a meaningful way. Curriculum planning/pacing for group setting, mannor for evaluation of program.
Program Evaluation:	None
Critical Comments:	Although the author states this approach to be step by step it appears to be a "fussy" procedure. It doesn't seem to handle each topic in a truly systematic manner; it jumps from the self-to-jobs; back to self. Phases end abruptly without giving closure to each part of the process. No topic is dealt with fully before preceding onto next step in process (e.g. should be personal awareness, career awareness, decision-making, etc.) The aspects of program development and job attainment are not included in this approach.
Overall:	Program might be useful for high school students or college freshmen in a group career course. Use of this program would necessitate supplementary materials and adaptation and reorganization of materials into a more systematic approach. Would not recommend its use for other populations or as a complete approach for a career course.

Program Name:	Directions for Change
Author/ developer:	Sylvia Walworth, Jane Goodman Career Development Counselors at the Continuum Center
Publisher:	Continuum Center for Adult Counseling and Leadership Training Division of Continuing Education, Oakland University, Rochester, Michigan.
Theoretical Base:	Decision making; Trait factor (Holland's RIASEC)
Presentation of Materials:	Spiral bound, printed, self-programmed workbook
Target Population:	Sex-free-men or women; no age range specified. Seems appropriate for the young adult twenty-two on upward.
Facilitative Format:	Guidanced based; self facilitative-self analysis; Focus: self-exploration, career exploration and information, decision making process, program development, information and examples relative to job attainment.
Self Direction Format:	Encourages self-exploration (awareness). Presents information, examples, exercises and provides for a decision as an end product of the program; also a life-coping skill is a result of involvement in the program.
Program Goal(s):	Enable a person to become more self-directed in exploring careers.
Recommended Testing Instruments:	None
Activities:	Series of exercises to encourage self-exploration, some original; mostly adapted from other sources: Holland, Simon, Catalyst, C.E.E.B.
Inclusion of Additional Resource Information:	Bibliography only.

Necessary Participant Skills:	Reading comprehension (high school level), intrinsic motivation and determination, initiative, self-discipline and self-directed.
Necessary Counselor Skills:	Understanding of career planning and development. Addition resources relative to specific jobs.
Program Evaluation Methodology:	None
Critical Comments:	Useful for mixed population in terms of age (twenty-two and up), sex. Limited use with regard to intellectual capacity, self-directed/motivated. Incorporated opportunities for personal exploration, limited career awareness, program development skills, decision-making skills and job attainment skills.
Overall:	Program useful, but would require supplementary materials with regard to aspects of career awareness; more depth to program development.

Program Name:	Who's Hiring Who
Author/ developer:	Richard Lathrop, Director of National Center for Job-Market Studies.
Publisher:	Reston Publishing Company, Inc. Reston, Virginia, 1976.
Theoretical Base:	Hard to identify because of main emphasis of book, but hints at trait-factor.
Presentation Material:	Book form, series of exercises, self-programmed approach.
Target Population:	Author says book is for everyone, yet it is extremely sex biased for men. Also states for housewifes, graduates, executives, production workers, dropouts, etc. (see critical comments). Age range not defined, but inferences made for the adult.
Facilitative Format:	Self-facilitative, suggests use of professionals help.
Self Direction Format:	Presents information on job attainment process; minimal opportunity for self and career assessment, check lists for performing tasks discussed.
Program Goal (s):	Planning a job search for a successful transition from one career field to another.
Recommended Testing Instruments:	None
Activities:	Some exercises to be done in the text, checklists, exercises to do, in addition to, test space, extensive examples, and resources (professional help).
Inclusion of Additional Resource Information:	None, other than profession referrals on a general basis.
Necessary Participant Skills:	High-level reading comprehension, verbal and articulation skills, high average and above intellectual capacity, self-directed, motivated, and determination.

Necessary Counselor Skills:	Not appropriate; program meant to be utilized on an independent basis.
Program Evaluation Methodology:	Urges participant feedback for how the program was/was not useful.
Critical Comments:	The program is not an intensive career planning one. It only hints at the personal awareness aspect of career planning. The program is extremely job-attainment intensive. It purports to be useful for everyone, but only high-level functioning individuals would be able to understand the vocabulary and approaches used. It is extremely sex biased for a program that says it is useful for both sexes.
Overall:	As a text for career planning for anyone the book is extremely inadequate. It lacks attention to personal and career awareness, decision-making and program development. There appears to be no reason to use it over any of the materials reviewed. Using it would foster and perpetuate the myths and roadblocks for equal job opportunity that exist in American society.

Program Name:	Decisions and Outcomes
Author(s)/ developer:	H.B. Gelatt, Barbara Varenhorst, Richard Carey and Gordon P. Miller
Publisher:	College Entrance Examination Board New York, 1973.
Theoretical Base:	Decision-making theory (Based on C.E.E.B. Deciding Program geared for junior high school students).
Presentation of Materials:	Leaders manual, participant workbook; systematic programmed method.
Target Population:	Intended for upper grade high school students, college students and adults. Heavy sex bias toward male, though no mention of sex intended population.
Facilitative Format:	Group guidanced based, intended for class or small group situation. Encourages self-analysis. Focus on the decision-making process and its importance and adaptations to other areas of life's decisions.
Self Direction Format:	Encourages self-exploration and analysis, expanding knowledge of careers, decision-making and evaluation (not to be used as a self-guided approach program.
Program Goal(s):	Learning decision-making skills in order to apply them to personal problems, educational options, or career opportunities.
Recommended Testing Instruments:	None
Activities:	Student Workbook: series of exercises, information, examples, easy examples, non-specific resources. Leaders Manual: Additional exercises, on-going evaluations, information and examples.
Inclusion of Additional Resource Information:	Student Workbook: Non-specific additional resources. Leaders Manual: Annotated bibliography of resource materials, in addition to bibliography for suggested further reading.

Necessary Participant Skills:	Average to better reading comprehension, career planning, readiness and willingness to participate in structured group quidance based program.
Necessary Counselor Skills:	Thorough knowledge of decision-making theory; complete familiarity with leaders manual and exercises, curriculum planning/pacing for group setting, awareness of additional local/ national resources.
Program Evaluation Methodology:	On-going leader evaluation activities/exercises; student final self-evaluation.
Critical Comments:	Pictoral representations and case examples reflect a male bias and thus, perpetuate sex-role stereotyping in American society. Purely decision-making approach seriously limits the extent and depth of personal and career awareness exploration, program development, skills and job attainment information and skills.
Overall:	Limits career development and planning with its emphasis on decision-making.

Program Name:	PATH: A Career Workbook for Liberal Arts Students
Author/ developer:	Howard E. Figler
Publisher:	Carroll Press, Cranston, Rhode Island 02920 1975
Theoretical Base:	Trait-factor, sociological
Presentation of Materials:	Workbook form; self-programmed (individual or group)
Target Population:	Liberal arts college students; either still in college or graduates. No specified sex.
Facilitation Format:	Self-facilitative; guidance based. Focus on personal awareness, career awareness occupational information.
Self Direction Format:	Encourages and facilitates self-exploration and analysis.
Program Goal(s):	Provides person with clearer picture of values, priorities, and talents; provides opportunity to see how ones life priorities and work priorities can have commonality.
Recommended Testing Instruments:	None
Activities:	Series of individual and group exercises and information intended to facilitate the exploration of self. Information on occupations. Much of the basis of these exercises are adapted from Bolles, Katz, Simon, Kirschenbaum and Howe.
Inclusion of Additional Resource Information:	Non-specific resources, in addition to specific agency addresses and bibliography.
Necessary Participant Skills:	College level reading comprehension, reasoning skills, writing skills, readiness for self-exploration and willingness to participate in a group for such activity.

Necessary Counselor Skills:	Understanding all aspects (e.g. value clarification) of self-exploration; understanding of liberal arts student; sources of occupational information.
Program Evaluation Methodology:	None
Critical Comments:	Use intended for very specific population. Narrowly focuses on only one aspect of career development and planning, that is personal awareness. Touches only "surface" level on career awareness/occupational information. Lacks in-dept attention to latter topics, plus, decision making, and program development. Does include brief remarks and exercises on job attainment aspect.
Overall:	Much too specific and narrow.

Program Name:	SIGI - System of Interactive Guidance and Information: A Computer Based Aid to Career Decision Making
Author/ developer:	Educational Testing Service
Publisher:	Educational Testing Service Princeton, New Jersey 08540, 1974.
Theoretical Base:	Decision Making Theory
Target Population:	Students enrolled in or planning to enter two and four year colleges. SIGI occupations (many) require post-secondary education, therefore not generally appropriate for high school level; no specified upper age limit.
Facilitation Format:	Individual interacts with a computer via terminal. Decision making based on occupational values, occupational information. In addition, program development aspect. Requires individual to learn the system and to operate the terminal.
Self Direction Format:	Presents occupational information with regard to one's occupational values. Self-predictions, and planning for goals.
Program Goal(s):	To increase one's freedom of choice, understand choice process, improve one's choice skills.
Recommended Testing Instruments:	None
Activities:	Individual interaction with a terminal; dialogue with computer regarding multiple-choice format. Self-paced. Content of SIGI: Values (occupational), Locate (occupational information), Compare (occupations), Planning (step by step process to enter an occupation) and Strategy (the decision-making aspect).
Necessary Participant Skills:	Willingness to deal with impersonal approach to career planning. Knowledge of the SIGI system and program and how to make it work. Instruction on use of terminal.

Necessary Counselor Skills:	Thorough understanding of SIGI system/program. Ability to relate "how to" use program to people. Understanding of Decision-Making theory.
Program Evaluation:	None, in terms of immediate feedback of individual; Institutional evaluations on-going because of newness of program...research purposes.
Critical Comments:	In addition to not giving adequate attention to the aspects of personal and career awareness, and job attainment, the program lends itself to a specific population: those who don't mind the elimination of human-interaction in their search for a career. SIGI data bank consists of only one hundred and fifty-five occupations, a serious limitation in terms of options.
Overall:	Approach is too narrow and not applicable to the majority of people who need help in career development and planning.

Program Name:	Career Development Service...Personal Career Resources Center for College and University Students
Author/ developer:	Palmer Publications
Publisher:	Palmer Publications, Inc. Easton, Pennsylvania 18042 1976
Theoretical Base:	Developmental, sociological, trait-factor
Target Population:	College freshman
Facilitative Format:	Self-facilitative; self-analysis. Focus on stages of human development, social development, personal awareness (values, abilities, interests) career awareness, program development, decision-making.
Self Direction Format:	Encourages self-exploration, understanding and action.
Program Goal(s):	To increase and improve one's capability as an individual to become a self-sufficient and a fully functioning person as well as to find a place in society through one's own personal initiative and effort; to provide an opportunity to "find" self-confidence.
Recommended Testing Instruments:	None; incorporates a Career Cluster Survey
Activities:	Theoretical discussions of each topic, Human Development (Personal-Social Development) Learning by Objectives, Career Management Programming, Evaluation, prior to activities designed for self-exploration and understanding.
Inclusion of Additional Resource Materials:	None
Necessary Participant Skills:	College level reading comprehension, sophisticated academic orientation, high level intellectual abilities, initiative and self-motivation, self-discipline and direction.

Necessary Counselor Skills:	Counselor generally would not be involved. Program meant to be done on an independent, individual basis. If counselor does become involved, then necessary skills would be in career development theories: developmental, sociological, and trait-factor. Thorough understanding of this program and its approach to career development.
Program Evaluation Methodology:	Individual feedback comments are requested. Nothing in terms of individual learning or behavior change as a result of program.
Critical Comments:	Truly sex-free biased program. Heavy cognitive emphasis. Any meaningful exploration is lost with all the theoritical rhetoric. Extremely lacking in a systematic approach dealing intensively in all areas (personal awareness, career awareness, decision making, program development and job attainment) of career development and planning.
Overall:	Very poor program--no sound reason for its use with any population.

Program Name:	How to Decide: A Guide for Women
Author(s)/ developer(s):	Nelle Tumlin Scholz Judith Sosebee Prince Gordon Porter Miller
Publisher:	College Entrance Examination Board New York, 1975.
Theoretical Base:	Decision Making; incorporates trait factor to some degree.
Presentation of Material:	Workbook fashion; self-programmed.
Target Population:	Women of all ages, particularly women who want to return to school or work.
Facilitative Format:	Group basis or individual self-help or counseling. Self-facilitative, self-analysis; case studies as examples focus on personal awareness decision-making program development and job attainment.
Self Direction Format:	Encourages and provides for self-exploration and understanding--limited career exploration or understanding. Encourages decision making via process defined.
Program Goal(s):	Desinged to meet women's changing needs by increasing their decision-making ability and by helping them apply decision making to planning their lives in a world of broadening opportunities. To make women aware of the broader concept of women's roles.
Recommended Testing Instruments:	None
Activities:	Exercises, case studies to evaluate information, information sources, examples.
Inclusion of Additional Resources:	Bibliography. List of Women's centers in the United States.
Necessary Participant Skills:	Col[illegible] level reading comprehension. Self-directed and disciplined (if used individually). Group oriented (willingness to participate and share). Average or better intellectual capacity. Individuals desire and need for this kind of skill aquistion.

Necessary Counselor Skills:	Understanding of career development theory for women; group counseling skills (if group format); group (pacing) vs. individual pacing of presented materials; understanding of theoretical basis for decision making theory. Women's assertiveness training skills.
Program Evaluation:	None in terms of skill acquistion or behavior change of program participants. Authors request evaluation from professionals using programs.
Critical Comments:	Program incompasses many aspects. The program does move step by step but it doesn't seem to move smoothly and systematically with each step building a base for the next. Includes numerous of exercises to arrive at self-exploration and understanding. Career exploration and understanding is not dealt with in any depth.
Overall:	Program has merit and potential, but needs pulling together to become more systematic. Seems very appropriate for consciousness-training programs for women, but needs tightening up as a career development program.

Program Name:	The Career Guidance Class
Author/ developer:	Jeff Ferguson
Publisher:	Walter T. Metcalf and Associates Camarillo, California 93010, 1974
Theoretical Base	Decision-making; trait-factor, sociological
Presentation of Materials:	Workbook format for leader--nothing for students; i.e. leader reproduces exercises.
Target Population:	High school students, college students and adults (ages sixteen and up)
Facilitation Format:	Group guidance base; the group experience is primary focus. Student is lead through the program by a counselor or resource person. Content; heavy emphasis on value clarification and decision-making.
Self Direction Format:	Not self-directed, but through a leader one is encouraged to think and explore values and experience the decision-making processes. Student journal is kept.
Program Goal(s):	Exploring career choice in a group setting
Recommended Testing Instruments:	Self-Directed Search Work values inventory
Activities:	Group directed--verbal and written exercises, tests, career center visits, filmstrips.
Inclusion of Additional Resources:	Limited information, for further information Bibliography of materials used in program.
Necessary Participant Skills:	Willingness to join and participate in group format. Basic reading comprehension.
Necessary Counselor Skills:	Group leadership skills, teaching skills, understanding of program's theoretical base, skill in motivating others to explore "within" and investigate resources in environment.

Program Evaluation Methodology:	Pre-post testing
Critical Comments:	The program provides only a cursory experience in career development. It seems more appropriate for junior high-lower high school grades. It does not provide for a comprehensive career development and planning opportunity. Its facilitative approach prevents the individual from taking hold of the process. Instead, one is "lead" from class to class by the leader.
Overall:	Rather inadequate program for adults. Not a comprehensive program for any level.

Program Name:	Modular Life Planning/Career Development Program (MLP/CDP)
Author(s)/ developer(s):	Marcia C. McCann and Teri Rumpf
Publisher:	Everywoman's Center University of Massachusetts Amherst, Massachusetts 01002, 1974
Theoretical Base:	Trait-factor, sociological, developmental.
Presentation of Material:	Leaders manual, participant manual-spiral bound printed workbook.
Target Population:	Adult women
Facilitative Format:	Guidance based; individualized. For use in group settings or individual counseling. Focus on personal awareness and analysis, career awareness, decision-making, job attainment.
Self Direction Format:	Encourages and provides for opportunities to explore, understand, and act with regard to forementioned topics.
Program Goal(s):	To increase women's understanding of themselves as women and as workers.
Recommended Testing Instruments:	Super: work values inventory
Activities:	Series of modules (planned exercises, inventories) separate, but coordinated. May be used in ordered outline as leaders manual indicates or segments to meet individual needs; measurement instruments and other resources.
Inclusion of Additional Resources:	Participant Manual: Participant's Bibliography Job and Career Development and Occupational Information Directories: - a variety of associates and addresses. Financial Aid information Leader Manual: Bibliography, Evaluation Resources General Information Resources, Films, other programs

Necessary Participant Skills:	Average level reading comprehension. Willingness to participate in a group or self-directed/ motivated and initiative. Average or better intellectual capacity.
Necessary Counselor Skills:	Understanding of traditional career development theory, in addition to the McCann-Rumpf theory of Women's Career Development. Group leadership skill and individual (one to one) counseling skill.
Program Evaluation Methodology:	Participation evaluation at conclusion of program.
Critical Comments:	The MLP/CDP appears to be a rather comprehensive approach to career planning for women. Begins at the beginning...with Intake, follows a systematic process--each step building upon the one previous step. Deals with personal awareness, career awareness, decision-making, and job attainment. The one step which seems to be eliminated is program development.
Overall:	Very good program which has great functional use with mature women. Would recommend including supplemental tests (interest, ability, reading, aptitude) if necessary to meet group/individual need and a unit on program development.

Program Name:	The Art of Career Development
Author(s)/ developer(s):	Robert R. Carkhuff and Theodore W. Friel
Publisher:	Human Resource Development Press Box 222 Amherst, Massachusetts 01002, 1974
Theoretical Base:	Developmental, decision-making, trait factor
Presentation of Materials:	Workbook for participants, self-programmed. Leader's manual
Target Population:	No age range or sex specified by authors. Suggests it can be used with students in regular education settings, i.e. career development along with other educational curricula; counselors for use individually or in group guidance settings; and for parent's use with their children.
Facilitative Format:	Guidance based program, self-facilitative (self-analysis); can be used in group settings. Focuses on personal and career awareness, decision-making, program development.
Self Direction Format:	Encourage self-exploration and understanding. Presents information, examples, exercises and provides for both a decision and a life "coping" skill as an end product of the program.
Program Goal(s):	To teach career development skills as a basis for life development.
Recommended Testing Instruments:	None
Activities:	Programmed workbook, series of exercises and information that systematically breaksdown each aspect of career development.
Inclusion of Additional Resource Information:	Non-specific resources, e.g. books about occupations instead of The Occupational Outlook Handbook
Necessary Participant Skills:	Patience, high school level reading comprehension determination, self-discipline and motivation.

Necessary Counselor Skills:	Group leadership and planning, abilities (if used in group setting), additional specific resources, thorough understanding of Carkhuff-Friel approach--i.e., have done all the exercises in workbook prior to working with people with career development needs.
Program Evaluation Methodology:	Pre-Post Testing
Critical Comments:	Program encompasses all phases of career development except job attainment. Extremely comprehensive approach to the point of overdoing the "practice-drilling" approach. Extremely sexist in approach, i.e., pictures are all male oriented, though text is written in second person. Text written in very simple language, therefore, could be used with junior to senior high school students. Though this is a positive aspect of the program, it serves to limit the population.. adults would seemingly find the content examples inappropriate or juvenile. Does not include the job attainment aspect of career development.
Overall:	Very good program in content, but one must be aware of the sexist bias and the population for which it is written.

Program Name:	Where Do I Go From Here With My Life?
Author(s)/ developer(s):	John C. Crystal, Richard N. Bolles.
Publisher:	The Seabury Press New York, New York 10017
Theoretical Base:	Trait-factor, developmental, sociological, decision-making.
Presentation of Materials:	Workbook for participants which involves the use of another book: What Color Is Your Parachute?
Target Population:	People-ages sixteen to eighty-six, who need to choose a career; are changing a career; unemployed and want to find employment; want an education in life planning or improvement in self-confidence and/or decision-making ability.
Facilitative Format:	Can be used in group setting, individual one-to-one counseling, self-facilitative, or for training counselors in a career development approach. Focus is on the "self" for providing all information needed for decision-making. Personal and career awareness, decision-making, program development & job attainment.
Self Direction Format:	Completely dependent on the individual to explore, provide and analyze data regarding the self. Presents information, examples, exercises. End produc. is not only an occupation, but life planning skill.
Program Goal(s):	Intended to teach the process involved in career development and "hopefully" makes that skill transferable to "life planning".
Recommended Testing Instruments:	None
Activities:	Programmed workbook and accompanying text. Exercises and information necessary for each aspect of career development.

Inclusion of Additional Resources:	In addition to specific sources throughout accompanying text, there is a listing of organizations, agencies, and people for further information sources; also a bibliography of books and other information.
Necessary Participant Skills:	About average or better intellectual ability and reading comprehension skills; self-directed; willingness to participate in a group (if that is approach used); willingness to be the catalyst of/for change in one's life; willing to become involved in a long-term process.
Necessary Counselor Skills:	Complete and thorough understanding of Crystal and Bolles approach; must have gone through program. One-to-one counseling skills or group leadership and planning skills.
Program Evaluation Methodology:	Individuals are encouraged throughout to give feedback. Additionally, people are encouraged to send evaluative comments to Crystal himself.
Critical Comments:	An extremely intensive and comprehensive program written really for the intellectually capable person. Individuals with poor reading and verbal skills would find the "Autobiography," the foundation of the program, a monumental, frustrating, and difficult task. The program has a very positive approach and is refreshingly free of sex-bias. The approach requires an individual to probe deeply within the self to provide data of all kinds for decision-making. The approach serves to support the premise that only "you", the individual, knows thy "self" best and, therefore, is the only person truly able to determine a satisfying place in the world of work.
Overall:	Excellent program with only population limitations.

Other programs published and unpublished were reviewed but eliminated from an intensive evaluation for the reason below:

Program Name:	Deciding
Author/ Publisher:	H.B. Gelatt, Barbara Varenhorst, Richard Cary College Entrance Examination Board, New York, 1972.
Reason Eliminatd:	Designed and written for use with junior high school age population.

Program Name:	A Curriculum for Career Development in the Community College (for Adult Women).
Author/ Publisher:	Elaine Strauss Unpublished 1975
Reason Eliminated:	No original work; entire program borrowed from other sources already reviewed; i.e. Richard N. Bolles, Where Do I Go From Here With My Life?

Program Name:	A Group Counseling Curriculum for Career Process Development
Author/ Publisher:	Louise V. Burroughs Unpublished 1975
Reason Eliminated:	A program designed for mixed groups career development in the community college setting. Not included for consideration because of unavailability of the basic component of authors program, namely the AIMS program.

SUMMARY

Unlike five years ago there are many published and unpublished programs for career development/career development for women. Because these programs vary so greatly a criteria, for judging their worth and appropriateness is necessary.

To establish a criteria a basic counseling model is referred to and a career development model built upon its structure. The criteria is then specified further by a series of questions to elicit judgments regarding each program's merit.

A listing of programs precedes their review and evaluation. Each evaluation concludes with critical comments and an overall judgment.

Part IV

A PROPOSED MODEL FOR A COMPREHENSIVE SUPPORT PROGRAM FOR MATURE WOMEN RETURNING TO HIGHER EDUCATION

IV. A PROPOSED MODEL FOR A COMPREHENSIVE SUPPORT PROGRAM FOR MATURE WOMEN RETURNING TO HIGHER EDUCATION

INTRODUCTION

If education in America is for all Americans, then higher education in America should be available for all those who can qualify and profit from it. Certainly not every individual wants or seeks higher education, but for those who want it, it must be available. So it goes for Returning Mature Women; if they seek....they must find. In the pages that follow, this writer presents her view point as to why Mature Women should be given special attention, presents a rationale for community colleges being the vehicle for serving Mature Women and, lastly, suggests a program for community colleges to "treat" women in a manner that provides that special attention so necessary for her success.

WHY WOMEN SHOULD BE GIVEN SPECIAL ATTENTION

To "right the historical wrongs" could be one justification for a focus on the Returning Mature Woman. But the reality of the innumerable factors surrounding the Mature Woman's return makes righting the wrongs seem inconsequential.

My experiences with Mature Women over the last five years has revealed the handicaps, both personal and institutional, that women have to surmount. Many Returning Women

have little or no knowledge of the worlds of higher education or work. Her stint at home has prepared her in a negative manner. Personally, she:

1 - lacks self-confidence
2 - is out of touch with her abilities, skills, and potentials as they relate to the academic environment and work world
3 - is apprehensive or fearful about study skills, classes, requirements
4 - fears competing with younger students
5 - experiences difficulty with scheduling so that family, household and academic responsibilities are met
6 - feels guilty about taking time and money from the family
7 - often doesn't know what she wants in terms of a career
8 - is fearful of risk-taking and lacks assertiveness skills
9 - often experiences resistance from husbands, families, and friends.

The institutional barriers Mature Women experience begin with the initial contact, usually the admission process. She:

1 - is frustrated and disturbed by application forms geared to the younger student
2 - is bothered by the entire campus orientation for the younger student
3 - is immediately confronted with adminstrators, faculty, and staff who are naive about the dynamics of the Mature Women and adult learners in general
4 - experiences few services devoted specifically to help her make the transition from home to school

Because of the barriers women experience, they frequently come to higher education lacking the skills necessary to survive on a college campus. Men, on the other hand, have been (most often) out in the labor force prior to returning to school and thus are equipped with survival tools to deal with

"the system," be it occupational or educational. Men (most often) do not have the daily responsabilities of the household and family and, therefore, do not experience the pressure and anxiety of integrating school, home, and family.

In sum, returning men ease into education with minimal problems because of their former knowledge of "the system" and learned assertiveness. Returning Women experience, more often than not, major complications that hinder them from the start.

Because women face barriers to their smooth transition from home to school, because she has specific needs, and because society (laws) has finally provided wider opportunities for women, I believe firmly that the Mature Women must be given special attention in order for her to experience success, not frustration and failure.

VEHICLE FOR SUPPORT SERVICES TO MATURE WOMEN: THE COMMUNITY COLLEGE

The data presented in Part II of this paper support the notion that Mature Women are returning to school in significantly large numbers each year. The implications of this trend can not be ignored if educational facilities are going to serve the needs of its clientele.

Despite the fact that both two and four year institutions have already experienced, in varying degrees, the

Returning Mature Women, I contend that among all institutions of higher education during the next few years, the community college seems the most likely institution to realize phenominal growth with regard to the enrollment of Mature Women.

To support this contention I cite the Federal governments' increasing concern for the community college as a preferred vehicle for post secondary education. The Higher Education Act of 1972 provides aid, directly or indirectly, to community colleges, and its emphasis on career education favors the community college over four year institutions.

Additional support for my contention lies in the philosophy of the community college. This philosophy of providing education for all citizens of the community allows for a somewhat easier acceptance to college than perhaps Mature Women might experience at four year schools.

The high quality, low cost, and program variety, accessibility and less threatening atmosphere are all factors which make the community college desirable and tangible for Mature Women.

The results of a survey of Mature Women at one community college (Springfield Technical Community College) are cited here to support the above. Fifty Mature Women were chosen at random from the current population of nearly four hundred-fifty women. They were asked to respond to a brief questionnaire regarding their reasons for choosing

Springfield Technical Community College over any other school (see Appendix IV for survey questionnaire and subsequent results.) Table I, Appendix IV summarizes the survey results.

Of the women surveyed, forty-six or ninety-two percent (92%) returned the questionnaire. It can be stated, from this data, that Mature Women choose Springfield Technical Community College over other institutions because of the following reasons, ranked in order of importance:

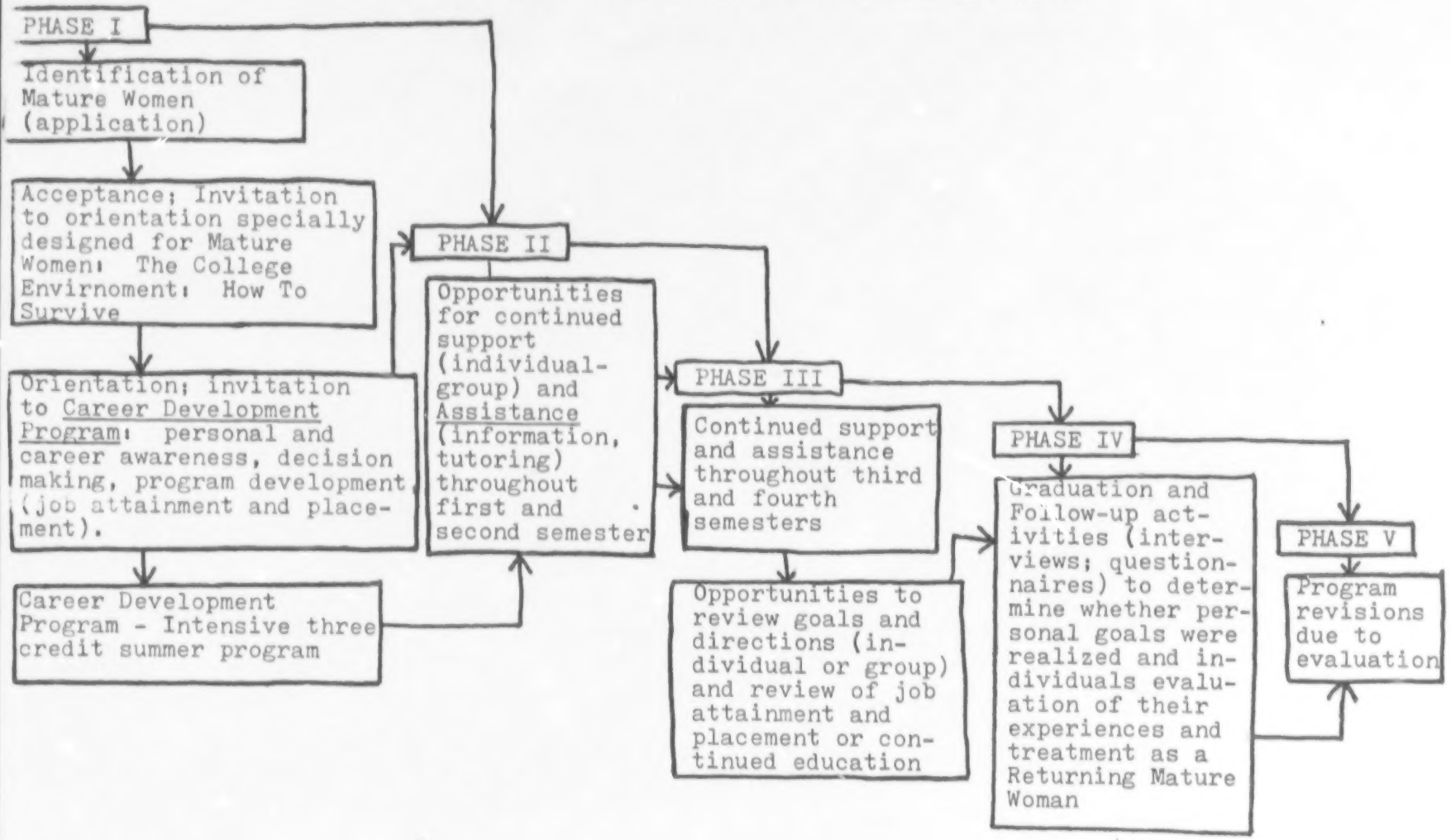
1) Financially within reach
2) Programs offered
3) Assessibility
4) Reputation of school
5) Recommendation of friends/relatives
6) Less threatening than a four year school

Although these findings cannot be generalized to the larger population of Mature Women, they support the suspected reasons why community colleges have been experiencing greater enrollments of Mature Women.

A SUPPORT PLAN FOR COMMUNITY COLLEGE MATURE WOMEN

Community colleges, if they are to successfully reach out and serve the needs of Mature Women, must immediately devise and operationalize a "treatment plan" for Mature Women. Such a plan is essential, in my mind if Mature Women are expected to continue seeking community colleges as their vehicles of return. Their needs must be met or they will go elsewhere. The "treatment plan" I am recommending below is intended to provide Mature Women with an opportunity to become integrated in the

A MODEL FOR A COMPREHENSIVE SUPPORT PROGRAM
FOR MATURE WOMEN RETURNING TO HIGHER EDUCATION


PHASE I
Identification of Mature Women (application)
Acceptance; Invitation to orientation specially designed for Mature Women: The College Envirnoment: How To Survive
Orientation; invitation to Career Development Program: personal and career awareness, decision making, program development, (job attainment and placement).
Career Development Program - Intensive three credit summer program
PHASE II
Opportunities for continued support (individual-group) and Assistance (information, tutoring) throughout first and second semester
PHASE III
Continued support and assistance throughout third and fourth semesters
Opportunities to review goals and directions (individual or group) and review of job attainment and placement or continued education
PHASE IV
Graduation and Follow-up activities (interviews; questionnaires) to determine whether personal goals were realized and individuals evaluation of their experiences and treatment as a Returning Mature Woman
PHASE V
Program revisions due to evaluation

community college environment with minimal conflict. It purports programmed success, not failure.

This plan begins with identification of the Mature Woman at the time of application and follows through primarily until her departure from the institution. The basic assumptions which must be given are:

1) Institutional, Faculty, and Staff consciousness and committment to this new clientele
2) Appropriation of funds to carry out Career Development programs and other programs for Mature Women.

The plan described is comprehensive. It does necessitate both an institutional committment and money to deliver the services. It will, I feel, meet the needs of this new population. If institutions truly exist to meet the needs of those it serves, it cannot afford to turn its back on plans like the one I've suggested.

THE CAREER DEVELOPMENT ASPECT OF PHASE I

The career development aspect of this plan requires further comment. This intensive, optional, but strongly recommended program located in Phase I provides the Mature Women with a framework with which to begin her return.

Career development programs are becoming more and more plentiful. Therefore, careful review of programs is necessary in order that one is chosen to fit the population intended and meet their needs.

Section III of this paper presents the review I carried out in my search for a comprehensive program for Mature Women. My evaluation found no one program to be

fully comprehensive in terms of the model I presented. I would proceed then by either developing my own program, which I have already done in an informal way, or by using and supplementing the Modular Life Planning/Career Development Program (MLP/CDP) developed by McCann and Rumpf, 1974. My rationale for using this program is that 1) it incorporates in its theoretical base a trait factor, sociological, and development approach to career development. This underlying structure is consistent with my personal philosophy of an approach to career development (Section III). 2) The program encourages and provides opportunities for self-exploration, understanding and action with the overall goal of increasing women's understanding of themselves as independent beings and as workers. 3) The MLP/CDP is modularized, thus allowing for individual need and supplemental materials regarding program development and if necessary, testing tools (Interest, Ability, Reading, Aptitude). 4) The program vocabulary appears simple and easy to follow, thus people of average intellectual ability should experience it with ease. 5) That the MLP/CDP is as comprehensive and systematic (lacking only in sufficient attention to program development) a program to be found.

It goes without saying that the approach and total plan I have outlined is only one of many. It is designed to revitalize and facilitate services for the Mature Woman. In an era of a declining youth population, higher education institutions failing to recognize, plan for and serve adult populations will be institutions faced with admissions problems.

SUMMARY

American education is for all people. Though not everyone seeks education at the post secondary level, it stands that if one does, the opportunity must be there. Such is the case for Mature Women returning to school.

Women deserve specialized attention because of the personal handicaps and institutional barriers that surround them as a subgroup. Their experiences at home sends them ill-equipped to survive on a college campus and the work world. Men, because of their experience in the work world prior to returning seem to possess the knowledge required to deal with "the system."

Women need special attention and the institutions which most logically should provide for their needs are community colleges. Federal government attention to and monies for community colleges, the community college philosophy, and accompanying factors of accessibility, low cost, program variety and non-threatening environment make the community colleges desirable and tangible institutions for Mature Women.

A five-phased treatment plan is designed and recommended as a means for community colleges to provide specialized services for Mature Women. The plan begins with the application process, follows the woman through her two years, and additionally looks to her for follow-up and an evaluative means.

The career development aspect of the program's first phase is optional, but strongly recommended. The Life Planning/Career Development Program developed by McCann and Rumpf is the program chosen for use with Mature Women in the community college setting. Higher education institutions are being forced to focus on adult learners because of a declining youth population. Not attending to this trend can only mean institutional doom and the continuation of barriers to Mature Women.

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APPENDICES

APPENDIX I

Table 1.--Comparison of Median Earnings of Year-Round Full-Time Workers, by Sex, 1955-1974

(Persons 14 years of age and over)

Year	Median earnings: Women (1)	Median earnings: Men (2)	Earnings gap in dollars (3)	Women's earnings as a percent of men's (4)	Percent men's earnings exceeded women's (5)	Earnings gap in constant 1967 dollars (6)
1974	$6,772	$11,835	$5,063	57.2	74.8	$3,433
1973	6,335	11,186	4,851	56.6	76.6	3,649
1972	5,903	10,202	4,299	57.9	72.8	3,435
1971	5,593	9,399	3,806	59.5	68.0	3,136
1970	5,323	8,966	3,643	59.4	68.4	3,133
1969	4,977	8,227	3,250	60.5	65.3	2,961
1968	4,457	7,664	3,207	58.2	72.0	3,079
1967	4,150	7,182	3,032	57.8	73.1	3,032
1966	3,973	6,848	2,875	58.0	72.4	2,[illegible]
1965	3,823	6,375	2,552	60.0	66.8	2,700
1964	3,690	6,195	2,505	59.6	67.9	2,696
1963	3,561	5,978	2,417	59.6	67.9	2,637
1962	3,446	5,974	2,528	59.5	73.4	2,790
1961	3,351	5,644	2,293	59.4	68.4	2,559
1960	3,293	5,417	2,124	60.8	64.5	2,394
1959	3,193	5,209	2,016	61.3	63.1	2,308
1958	3,102	4,927	1,825	63.0	58.8	2,108
1957	3,008	4,713	1,705	63.8	56.7	2,023
1956	2,827	4,466	1,639	63.3	58.0	2,014
1955	2,719	4,252	1,533	63.9	56.4	1,911

Notes: For 1967-1974, data include wage and salary income and earnings from self-employment; for 1956-66, data include wage and salary income only.

Column 3 = column 2 minus column 1.
Column 4 = column 1 divided by column 2.
Column 5 = column 2 minus column 1, divided by column 1.
Column 6 = column 3 times the purchasing power of the consumer dollar (1967 = $1.00).

Source: U.S. Department of Commerce, Bureau of the Census: "Money Income of Families and Persons in the United States," Current Population Reports, 1957 to 1975. U.S. Department of Labor, Bureau of Labor Statistics: Handbook of Labor Statistics, 1975.

Table 2.--Earnings Distribution of Year-Round Full-Time Workers, by Sex, 1974

(Persons 14 years of age and over)

Earnings group	Number (In thousands) Women (1)	Men (2)	Distribution Women (3)	Men (4)	Likelihood of a woman rather than a man to be in each earnings group (5)	Women as percent of all earners (6)	Cumulative distribution Women (7)	Men (8)
Number and distribution	17,977	38,898	100.0	100.0	1.0	31.6		
Less than $3,000	1,510	1,789	8.4	4.6	1.8	45.8	8.4	4.6
$3,000 to $4,999	3,164	1,828	17.6	4.7	3.7	63.4	26.0	9.3
$5,000 to $6,999	4,854	3,501	27.0	9.0	3.0	58.1	53.0	18.3
$7,000 to $9,999	5,177	7,546	28.8	19.4	1.5	40.7	81.8	37.7
$10,000 to $14,999	2,643	12,953	14.7	33.3	.4	16.9	96.5	71.0
$15,000 and over	629	11,242	3.5	28.9	.1	5.3	100.0	100.0

Notes: Individual items may not add to totals because of rounding.
Column 5 = column 3 divided by column 4.
Column 6 = column 1 divided by the sums of columns 1 and 2, times 100.

Source: U.S. Department of Commerce, Bureau of the Census: Current Population Reports, P-60, No. 101.

Table 3.--Total Money Earnings of Civilian Year-Round Full-Time Workers, by Occupation Group and Sex, 1974

(Persons 14 years of age and over)

Occupation group	Women	Men	Dollar gap	Women's earnings as a percent of men's	Percent men's earnings exceeded women's
Total	$6,772	$11,835	$5,063	57.2	74.8
Professional, technical, and kindred workers	9,570	14,873	5,303	64.3	55.4
Managers and administrators	8,603	15,425	6,822	55.8	79.3
Sales workers, total	5,168	12,523	7,355	41.3	142.3
Retail trade	4,734	9,125	4,391	51.9	92.8
Other sales workers	8,452	13,983	5,531	60.4	165.4
Clerical workers	6,827	11,514	4,687	59.3	68.7
Craft and kindred workers	6,492	12,028	5,536	54.0	85.3
Operatives (including transport)	5,766	10,176	4,410	56.7	76.5
Service workers (except private household)	5,046	8,638	3,592	58.4	71.2
Farmers and farm managers	(1/)	5,459	--	--	--
Farm laborers and supervisors	(1/)	5,097	--	--	--
Nonfarm laborers	5,891	8,145	2,254	72.3	38.3
Private household workers	2,676	(1/)	--	--	--

1/ Base less than 75,000.

Source: ~~U.S. Department of Labor~~, Bureau of ~~Labor Statistics~~ Census. Current Population Reports, P-60, No. 101.

Table 4

Comparison of Median Income of Year-Round Full-Time Workers, by Educational Attainment and Sex, 1974

(Persons 25 years of age and over)

Years of school completed	Median income		Income gap in dollars	Women's income as a percent of men's	Percent men's income exceeded women's	Marginal dollar value of increased educational attainment	
	Women (1)	Men (2)	(3)	(4)	(5)	Women (6)	Men (7)
Elementary school							
Less than 8 years	$5,022	$7,912	$2,890	63.5	57.5	--	--
8 years	5,606	9,891	4,285	56.7	76.4	$584	$1,979
High school							
1 to 3 years	5,919	11,225	5,306	52.7	89.6	313	1,334
4 years	7,150	12,642	5,492	56.6	76.8	1,231	1,417
College							
1 to 3 years	8,072	13,718	5,646	58.8	69.9	922	1,076
4 years	9,523	16,240	6,717	58.6	70.5	1,451	2,522
5 years or more	11,790	18,214	6,424	64.7	54.5	2,267	1,974

Notes: Column 3 = column 2 minus column 1.
Column 4 = column 1 divided by column 2.
Column 5 = column 2 minus column 1, divided by column 1.
Columns 6 and 7 = absolute (median) dollar difference between successive years of school completed.

Source: U.S. Department of Commerce, Bureau of the Census: Current Population Reports, P-60, No. 101.

APPENDIX II

Table 1 College Enrollment of the Population 16 to 34 Years Old by Age and Sex: October 1975 and 1970

(Numbers in thousands)

Sex and age	1975		1970		Percent change, 1975-70
	Number enrolled	Percent enrolled	Number enrolled	Percent enrolled	
Men, 16 to 34 years.....	5,336	16.9	4,401	16.9	21.2
16 and 17 years.....	122	2.9	130	3.4	-6.2
18 and 19 years.....	1,426	36.7	1,346	40.2	5.9
20 and 21 years.....	1,256	34.0	1,083	40.9	16.0
22 to 24 years.....	1,011	19.7	902	20.6	12.1
25 to 29 years.....	1,025	12.7	684	10.6	49.9
30 to 34 years.....	496	7.5	256	4.8	93.8
Women, 16 to 34 years.....	4,354	13.0	3,013	10.5	44.5
16 and 17 years.....	163	4.0	130	3.4	25.4
18 and 19 years.....	1,517	36.7	1,248	34.6	21.6
20 and 21 years.....	1,058	26.6	774	22.3	36.7
22 to 24 years.....	668	12.0	452	8.9	47.8
25 to 29 years.....	590	6.9	255	3.7	131.4
30 to 34 years.....	357	5.0	154	2.6	131.8

APPENDIX III

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

Armory Square, Springfield, Massachusetts 01105 Telephone (413) 781-6470 A MASSACHUSETTS REGIONAL COMMUNITY COLLEGE

At the present time I am collecting data for a study concerning the Mature Woman Returning to Post Secondary Education.

Would you be so kind as to furnish me with the following information relevant to your institution:

Yearly percentage increase of women 25 years of age for the past 5 years; or

1) Total Enrollment of Students over past 5 years

2) Total Enrollment of Women Students over past 5 years

3) Total Enrollment of Women Students over age 25 over past 5 years

I would greatly appreciate this information and would be happy to share the results of my investigation with you when they are available.

Thank you for your time and cooperation.

Sincerely,

Dr. Ruth S. McClain
Director of Testing Services

drt

TABLE I

Institution	Responded	Respondent Had Information Requested
Two year Colleges		
Aquinas Junior College		
Bay Path Junior College		
Berkshire Community College		
Blue Hills Regional Tech. Institute		
Bristol Community College		
Bunker Hill Community College*	X	
Cape Cod Community College		
Chamberlayne Junior College		
Dean Junior College		
Endicott Junior College		
Fisher Junior College		
Forsyth School for Dental Hygienists		
Garland Junior College		
Graham Junior College		
Greenfield Community College	X	
Holyoke Community College	X	X
Lasell Junior College		
Leicester Junior College		
Massachusetts Bay Community College		
Massasoit Community College	X	X
Middlesex Community College		
Mount Wachusett Community College	X	
Newberry Junior College		
New England Institution of Anatomy and Embalming		
North Shore Community College	X	
Northern Essex Community College	X	
Pine Manor Junior College		
Quinsigamond Community College		
Roxbury Community College		
Springfield Technical Community College	X	X
Wentworth Institute		

*Telephone Interview

TABLE I (continued)

Institution	Responded	Respondent Had Information Requested
Four year Colleges		
American International College		
Amherst College	X	
Assumption College	X	X
Babson College	X	X
Bentley College		
Boston College		
Boston State Collect		
Boston University		
Bradford College		
Brandeis University		
Bridgewater State College		
Central New England College		
Clark University		
Holy Cross	X	
Our Lady of the Elms		
Curry College		
Fitchburg State College	X	X
Framingham State College		
Harvard University		
Lowell State College		
Newton College of the Sacred Heart		
Nichols College		
North Adams State College		
Northeastern University	X	
Radcliffe College	X	X
Regis College		
Salem State College		
Smith College	X	X
Southeastern Massachusetts University	X	X
Springfield College	X	
Stonehill College		
Suffolk University	X	
Tufts University	X	
University of Massachusetts, Amherst		
University of Massachusetts, Boston		
Wellesley College		
Western New England College		
Wheaton College	X	X
Wheelock College		
Williams College	X	
Worcester State College	X	

APPENDIX IV

SURVEY: MATURE WOMEN : S.T.C.C.

Listed below are some common reasons why people choose schools.
Please indicate how important these reasons were in your decision to attend Springfield Technical Community College versus any other institution.

On the scale below circle the number which best describes the importance you placed for each specific reason.

	Very Important		Moderately Important		Not Important
	1	2	3	4	5
Reputation of School	1	2	3	4	5
Programs Offered					
1. Wide-Range	1	2	3	4	5
2. Specific program to meet my interest	1	2	3	4	5
Accessibility to one's home	1	2	3	4	5
Recommendation of friends and/or relatives	1	2	3	4	5
Financially within your reach	1	2	3	4	5
Less threatening than a four year school	1	2	3	4	5

APPENDIX IV: TABLE I

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE (S.T.C.C.)

MATURE WOMAN SURVEY RESULTS

MEAN SCORES: REASONS FOR CHOOSING S.T.C.C.

OVER OTHER INSTITUTIONS

	Mean Score*
Reputation of School	2.4
Programs Offered	
Wide Range	1.5
Specific	1.6
Accessibility	1.8
Recommendation of friends/relatives	3.3
Financially within reach	1.3
Less threatening than a four-year school	3.4

* SCALE

1 = Very Important
3 = Moderately Important
5 = Not Important